



## Week 5 Assignment:

### Overview

The purpose of the assignment this week is to reflect upon a variety of aspects with teaching with technology. First, the readings will guide you to examine practical ways to use technology activities to direct students to deeper understanding and reflection. Then the video clips will explore what “big thinkers” have to say about the future of education and technology. Next, you will reflect upon what you’ve learned throughout the course by posting comments to the discussion, personal wiki eportfolio, and the team Google site. Lastly, you will complete the course-embedded assessment reflection.

Again this week, you will update your personal eportfolio wiki. For this course, you will continue to use the personal wiki eportfolio that you created in EDLD 5306. You will update your wiki eportfolio once you’ve completed all of the readings, videos, and discussions associated with each week’s lesson.

### Rubric

Task(s)	Accomplished	Proficient	Needs Improvement	Unacceptable
<b>Assignment Week 5 - Part 1</b> Extends personal wiki eportfolio to include knowledge learned about the Week 5 topics.	1. Proofread carefully (no errors) before posting and followed the rules of netiquette: <a href="http://www.albion.com/netiquette/orerules.html">http://www.albion.com/netiquette/orerules.html</a> . 2. Wiki eportfolio update demonstrates excellence in effort, research, and creativity. 3. Wiki eportfolio posting reflects an in-depth, substantive one-	1. 1 to 2 minimal errors. 2. Wiki eportfolio update demonstrates effort, research, and creativity. 3. Wiki eportfolio posting reflects a minimum of 1 in-depth paragraph. 4. Student sent the wiki link to the instructional associate for review. (max. 8 pts.)	1. Numerous errors. 2. Little evidence of an eportfolio update. 3. Little effort, little research, and/or little creativity. 4. Wiki eportfolio posting reflects less than a paragraph and content is not aligned with the week’s topics. 5. Student sent the wiki link to the	1. Incomplete. 2. Late with completion. 3. General failure to follow expectations in the accomplished category. (0 pts.)

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	<p>two paragraph update.</p> <p>4. Student sent the wiki link to the instructional associate for review.</p> <p><b>(max. 10 pts.)</b></p>		<p>instructional associate for review.</p> <p><b>(max. 6 pts.)</b></p>	
<p><b>Assignment Week 5 - Part 2</b>  Group Project -Team Scenario Reflection</p>	<p>1. Provide evidence each team member contributed to the team reflection.  <b>(5 pts.)</b></p> <p>2. Team Google site/doc link sent to the instructional associate, shared with team members, and professor(s).  <b>( 5 pts.)</b></p> <p><b>Components:</b></p> <ul style="list-style-type: none"> <li>- Includes rationale for the selection of each learning activity/unit and technology products selected for the scenario solution.  <b>(10 pts.)</b></li> <li>- Includes rationale for the recommended professional development for the teacher  <b>(10 pts.)</b></li> <li>- Reflection is a minimum of 6 paragraphs in</li> </ul>	<p>1. Incomplete team member participation.</p> <p>2. Incorrect Google site/doc link; not appropriately shared with the team members, instructional associate or professor(s).</p> <p>3. Missing 1 of the components listed in the acceptable column.  <b>(max. 30 pts.)</b></p>	<p>1. Incomplete team member participation.</p> <p>2. Link to Google site/doc not working and/or not shared.</p> <p>3. Missing more than 1 component listed in the acceptable column.  <b>(max. 10 pts.)</b></p>	<p>1. Incomplete team member participation, late, or failure to submit content.</p> <p>2. Link to Google site/doc not working and/or not shared.</p> <p>3. General failure to follow expectations outlined in the “Acceptable” column of this rubric.  <b>(0 pts.)</b></p>

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	<p>length. The reflection may include text, video, photos, or a combination of mediums to fully reflect upon the team's scenario solution.</p> <p><b>(10 pts.)</b></p> <p>- Reflection shows connections and references to content learned in course; correct grammar, spelling, APA format.</p> <p><b>(10 pts.)</b></p> <p><b>(Total =50 pts.)</b></p>			
<p><b>Assignment Week 5 – Part 3 Course-Embedded Assignment (25 points)</b></p>	<p><b>Note:</b></p> <p><b>Reflection at a critical level means</b> writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the experience/ assignment/ reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection</p>	<p>Student work contains the following:</p> <ul style="list-style-type: none"> <li>- 1 to 2 minimal errors</li> <li>- Demonstrates effort, some research, and some creativity.</li> <li>- Posting reflects a minimum of one short paragraph.</li> <li>- Posting mostly a recitation of facts from assignment.</li> <li>- Some evidence of prior knowledge referencing work</li> </ul>	<p>Student work contains the following:</p> <ul style="list-style-type: none"> <li>- Numerous errors</li> <li>- Little effort, limited research, little creativity.</li> <li>- Posting reflects less than a paragraph.</li> <li>- Posting is not related to the content from the assignment.</li> <li>- Little evidence of prior knowledge referencing work experience, prior coursework, readings and/or</li> </ul>	<p>Student work is incomplete, late with completion, or shows a general failure to follow expectations outlined in the “Accomplished” column of this rubric.</p> <p><b>(max. 17 pts.)</b></p>

	<p>should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b><u>Self – Assessment</u></b></p> <p><b>1. Critically reflect</b> (see note above; not just recitation of facts) upon the knowledge you gained from the assignment.  <b>(3 Points)</b></p> <p><b>2. Critically reflect</b> upon the relationship between any new information you gained from the assignment with old information you previously held to be true.  <b>(2 Points)</b></p> <p><b>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment?</b>  <b>(2 Points)</b></p>	<p>experience, prior coursework, readings, or assignments.</p> <ul style="list-style-type: none"> <li>- Mentions one specific point from the assignment</li> <li>- Evidence the response directs the quotation, a question, statement, or a previous posting using APA style.</li> <li>- Cites some sources and references from assignments.</li> <li>- Writes primarily in narrative style with appropriate grammar.</li> <li>- This document is posted to the student wiki.</li> </ul> <p><b>(max. 23 pts.)</b></p>	<p>assignments.</p> <ul style="list-style-type: none"> <li>- No mention of points from the readings.</li> <li>- Little sources or references.</li> <li>- Little writing in narrative style and/or pervasive inappropriate grammar.</li> </ul> <p>This document is posted to the student wiki.  <b>(max. 19 pts.)</b></p>	
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	<p><b><u>Learn as a Learner</u></b></p> <p>1. <b>Critically reflect</b> (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment.  <b>(3 Points)</b></p> <p>2. <b>Critically reflect</b> upon how you learn as a learner and how you assess your own performance in completing the assignment(s).  <b>(2 Points)</b></p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance?  <b>(2 Points)</b></p> <p><b><u>Lifelong Learning Skills</u></b></p> <p>1. <b>Critically reflect</b> (see note above; not just recitation of facts) upon what you gained about learning</p>			
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	<p>and how you learn that will impact your future learning.  <b>(3 Points)</b></p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences?  <b>(2 Points)</b></p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation?  <b>(2 Points)</b></p> <p><b><u>Additional Criteria</u></b></p> <p>1. Content posted to e-Portfolio wiki/blog/Google site  <b>(1 Point)</b></p> <p>2. Mechanics  <b>(1 Point)</b></p> <p>3. APA Format  <b>(1 Point)</b></p> <p>4. Minimum of 3 References  <b>(1 Point)</b></p> <p><b>(max. 25 pts.)</b></p>			
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### **Assignment Week 5 - Part 1 Instructions**

After completing this week's readings, videos, and discussion, update your personal wiki eportfolio to include knowledge learned in Week 5.

Once you've updated your personal wiki eportfolio, submit the information by copying and pasting your post in the box below.

This assignment is due no later than 11:59 p.m. on the seventh day of Week 5 of this course.

**Assignment Week 5 - Part 1 Submission Content**

<b>Your Wiki ePortfolio URL</b>	<a href="http://lmknight.wikispaces.com/EDLD_5364_Teaching_With_Tech#Week%205-Video/Reading%20Reflection">http://lmknight.wikispaces.com/EDLD_5364_Teaching_With_Tech#Week%205-Video/Reading%20Reflection</a>
<b>Time and Date of Your Update</b>	9:00 PM Sunday, March 27, 2011
<b>A Copy of Your Wiki ePortfolio Posts</b> <b>(Copy and paste from your wiki eportfolio)</b>	<p><b><i>Video/Reading Reflection</i></b></p> <p>As educators we need to be open to new concepts. Gaming in education is not a new theory. I was first introduced to the plausible concept with Marc Prensky. So many of our students truly love gaming and the utilization is completely understandable. I have never heard a child quit trying at a game if they did not understand the first time they tried. James Paul Green stated, "Games are assessment, if you fail then you have to try again until you get to next level." Often with assessments in our traditional classroom we learn about a concept, take a written assessment, and then go on to the next concept. In life, though, we must be problem solvers and games are an excellent way to solve problems. "Games don't separate learning and assessment" (Edutopia, nd).</p> <p>We need to give students opportunities to utilize gaming in a way that they are the problem solvers. Sasha Barab stated, "Instead of treating kids as ignorant, our goals is to empower the kids" (Edutopia, nd). Instead of standing in front of a group of students feeding them facts, the students could be in a virtual world, such as gaming, immersed in the problems. They would need to learn the background knowledge to be able to solve the problem of the game. Students would find the video experience more beneficial than having to sit through a lecture.</p> <p>Educators need to move away from a medium of memorization and into a model of problem solving. With the advent of the Internet and search engines we can find information rather easily without having to recall memorized facts. As Sasha Barab stated, "I can use my iPhone and research in a few seconds more info that what most people learned in their entire years in high school" (Edutopia, nd). Within the confines of Web 2.0, our students can utilize the knowledge of others, also. Social media helps people to interact to help solve problems.</p>

In these new mediums of global communities we must understand how this will effect our students. Howard Gardner discusses some ideas to consider with people's ethical behavior when being online. Gardner is researching 5 ethical issues which are, "Sense of identity, sense of privacy, sense of ownership/authorship, trustworthiness and credibility, and what it means to participate being in a community" (Edutopia, nd). Gardner's closing remarks in his "Big Thinkers" video were rather profound. He stated, "hope for digital media to provide info access which use to be more elusive to very wide population but only if that is whetted to models and judicious elders to help them to use it well will we have an ed-utopia rather than a edu-nightmare" (Edutopia, nd).

Our children need to be given opportunities to learn differently than our traditional educational experiences. Gaming is just one excellent way to accomplish this goal. Sasha Barab stated, "Instead of watching someone else's stories, kids want to create videos about things they are passionate about" (Edutopia.nd). Since students are so passionate about gaming, we need to give our children many types of problems to solve. Give students ways to be collaborative in their gaming and we can solve many of the issues our children are facing in the 21st century. As James Paul Green stated, "solve problems collaboratively. The group is smarter than the smartest person in the group" (Edutopia nd). If we only allow students to work individually they will only grow in their abilities minutely, but if we let them work with others, they abilities grow proportionately.

Edutopia.org (nd). *Big thinkers: James Paul Gee on grading with games.* Retrieved on Mar. 19, 2011 from <http://www.edutopia.org/digital-generation-james-gee-video>

Edutopia.org (nd). *Big thinkers: Howard Gardner on digital youth.* Retrieved on Mar. 19, 2011 from <http://www.edutopia.org/digital-generation-howard-gardner-video>

Edutopia.org. (nd). *Big thinkers: Sasha Barab on new-media engagement.* Retrieved on Mar. 19, 2011 from <http://www.edutopia.org/digital-generation-sasha-barab-video>

## Assignment Week 5 - Part 2 Instructions

### Group Project – Team Reflection

Your task is to add a team reflection to the group Google site. Be sure to follow the guidelines below and consult the rubric for the assignment's criteria.

- Be sure to include the rationale as to why your team selected each type of activity/unit and technology samples as a solution for the scenario.



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- Be sure to include the rationale for the recommended professional development for the teacher.
- Provide evidence that each team member has contributed to the content in the team reflection.
- Be sure the reflection is clearly identified in the team Google site.
- You may elect to use a variety of media to share a reflection such as text, video, photos, blogs, or a combination thereof.
- The content should be a minimum equivalent of six paragraphs in length.
- So if you elect to use video, keep the script to no longer than a page.
- It is suggested that you record several short video clips or use a combination of video and text rather than one long clip.

Once complete, the team leader should upload the reflection to the team Google site and send the link to the instructional associate.

**Each individual on the team will need to submit the content below to your IA via Epic Assignments. If you have questions, please contact your IA.**

**Assignment Week 4 - Part 2 Submission Content**

In this space, you will provide the URL for the following:

This assignment is due no later than 11:59 p.m. on the seventh day of Week 5 of this course.

<b>Your team Google URL</b>	<a href="#">Team Reflection Via Google Doc</a> <a href="#">Team Reflection via Google Site</a>
<b>Time and date of completion</b>	3:30 PM March 26, 2011

**Assignment Week 5 - Part 3 Instructions**

In submitting your Course-based Embedded Assignment located in Appendix I of the Internship Handbook, you are required to complete a reflection of the identified assignments in your course wiki/eportfolio. These reflections will be used to assist you in completing your EDLD 5388/5370 (\*Please note that course number changes in Fall 2010\*) Internship comprehensive exam final report. **Students should use and cite their textbook references as well as two additional references when writing each reflection.** The reflection must consist of statements regarding the knowledge you gained from the assignment and how the assignment helped you master the Technology Facilitator Standard(s) /Indicator(s).

The assignment referenced in the document for EDLD 5364 – Teaching with Technology is as follows: As a campus professional development activity, create a wiki-based study group with 3-5 teachers, leading and supporting, who analyze data related to student learning, create a lesson using Universal Design for Learning at the CAST Lesson Builder <http://lessonbuilder.cast.org>, create a sample electronic book to share with your learning team members. Lastly add a team

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reflection to your Google site about the process of creating an electronic book. Share a blog/wiki reference document/site. Use your personal wiki eportfolio to post your Course-embedded Reflection. Include your team Google site as a reference.

**Assignment Week 5 - Part 3 Submission Content**

In this space, you will provide the URL for the following:

This assignment is due no later than 11:59 p.m. on the seventh day of Week 5 of this course.

<b>Your personal wiki ePortfolio URL</b>	<a href="#">Wiki link to Course Embedded Assignment</a>
<b>Time and date of completion</b>	10:20 PM Sunday, March 27
<b>A Copy of Your Wiki ePortfolio Post</b> <b>(Copy and paste from your wiki eportfolio)</b>	See below

<i>Course Number:</i>	<i>Course Name:</i>	<i>Course-based Embedded Hours</i> <i>(see Appendix I)</i>
<b>EDLD 5364</b>	<b>Teaching with Technology</b>	<b>12 hours</b>

<i>Description of the Assignment/Performance Tasks</i> <i>(see Appendix I)</i>	As a campus professional development activity, create a wiki-based study group with 3-5 teachers, leading and supporting, who analyze data related to student learning, create a lesson using Universal Design for Learning at the CAST Lesson Builder <a href="http://lessonbuilder.cast.org">http://lessonbuilder.cast.org</a> , create a sample electronic book to share with your learning team members. Lastly add a team reflection to your Google site about the process of creating an electronic book. Share a blog/wiki reference document/site. Use your personal wiki eportfolio to post your Course-embedded Reflection. Include your team Google site as a reference.
Note: Reflection at a critical level means writing text that reveals your opinion of the reading or experience, why you hold that opinion, how the	<p style="text-align: center;"><b><i>Lesson Reflection</i></b></p> <p>I create lessons on a daily basis for the teachers on my campus. It was difficult at first to utilize the UDL(CAST, 2005) since it is redundant in the lesson fields. I appreciated how it helped me to ensure I was specific in wording. I am appreciative of</p>

<p>experience/assignment /reading could be improved, how you see the reading or experience as consistent or inconsistent with what you have learned so far, implications for the future, etc. Reflection should include more content than just a recitation of facts and you should document your writing with a minimum of 3 references.</p> <p><b>Self –Assessment</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon the knowledge you gained from the assignment. (3 Points)</li> <li>2. Critically reflect upon the relationship between any new information you gained from the assignment with old information you previously held to be true. (2 Points)</li> <li>3. How did the relationship between the old and new information you learned affect your personal experience with the assignment? (2 Points)</li> </ol> <p><b>Learn as a Learner</b></p> <ol style="list-style-type: none"> <li>1. Critically reflect (see note above; not just recitation of facts) upon your approach and strategies used in completing the assignment. (3 Points)</li> <li>2. Critically reflect</li> </ol>	<p>the lesson rubric or I would have forgotten to include the three networks. If the UDL wants those networks addressed, as it discusses on the CAST site, the UDL needs to have the networks listed on the actual lesson creation tool.</p> <p>My team decided to pool our UDL lessons to help with the group lesson. Since I was the team leader, I assigned different TEKS for each member to utilize for their lessons. A couple of my team members did not recognize the importance, at first, of finding the necessary TEKS to cover first. I think they preferred creating a lesson then finding the TEKS that happened to teach. As an integration specialist on my campus, I know that starting with the objective is essential to successful implementation of technology. The team members appreciated that as a focus.</p> <p style="text-align: center;"><b>Book Builder Reflection</b></p> <p>While working on the e-book using the BookBuilder (CAST, 2006), I enjoyed seeing the different layouts and finding the one that would benefit the book I wrote. The aesthetics of the book will benefit students who are visual learners including our deaf student. I appreciated having a glossary tool for important words and the "coaches" who read orally specific parts. Reading aloud specific areas is an excellent way to reach auditory learners which includes our student who is blind. Having an e-book that is rich in graphics helps our visual learners, also.</p> <p>I can see utilizing the book builder to have students create tutorials for each other. If there is an area where several students feel especially comfortable, they can create the e-book for that lesson/concept. This would be a great way for the students to take ownership of their learning, take pride in their learning, and also help the teacher</p>
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<p>upon how you learn as a learner and how you assess your own performance in completing the assignment(s). (2 Points)</p> <p>3. How did your learning and interaction with colleagues (such as discussion forum, web conferences, wiki and blog participation, etc.) affect the results of your performance? (2 Points)</p> <p><b>Lifelong Learning Skills</b></p> <p>1. Critically reflect (see note above; not just recitation of facts) upon what you gained about learning and how you learn that will impact your future learning. (3 Points)</p> <p>2. How will your past interactions and collaborations with colleagues impact your future learning experiences? (2 Points)</p> <p>3. As a lifelong learner, what questions or issues challenge you and are worthy of future research or investigation? (2 Points)</p> <p><b>Additional Criteria</b></p> <p>1. Content posted to e-Portfolio wiki/blog/Google site (1 Point)</p> <p>2. Mechanics (1 Point)</p> <p>3. APA Format (1 Point)</p> <p>4. Minimum of 3</p>	<p>generate a repertoire of resources.</p> <p style="text-align: center;"><i>Book Builder URL:</i></p> <p><i><a href="http://bookbuilder.cast.org/view.php?op=share&amp;book=b065ea18db72f123da77be4a83b2b705&amp;sid=3990">http://bookbuilder.cast.org/view.php?op=share&amp;book=b065ea18db72f123da77be4a83b2b705&amp;sid=3990</a></i></p> <p style="text-align: center;"><b>Team Reflection</b></p> <p style="text-align: center;"><b><i>Reflection on Collaboration</i></b></p> <p>Teaching with Technology is a course that has brought together several concepts that we have covered in other courses such as curriculum, assessment, design, and multimedia, to name a few. Working together was an excellent experience; we each had our own expertise in technology and teaching. We stretched each other in a lot of new ideas to ponder and implement as we created a solution for the project scenario.</p> <p>James Paul Gee said in the video <i>Grading with Games</i>, “Next will be schooling that will address the ability to solve problems, but not just to solve problems, but to be able to do it collaboratively, so that you can work in a group where the group is smarter than the smartest person in the group” (Edutopia, nd). Our group functioned in this manner and it was very beneficial for us as a learners.</p> <p>Our course assignment was to help a teacher develop student-centered lessons using appropriate technology and meeting the needs of each of the 30 students in her class, including a blind student and a hearing impaired student. The assignment also included creating professional development for the teacher. As we developed the strategies to solve this scenario we were also meeting several of the ISTE standards such as applying technology to maximize student learning and to implement effective</p>
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<p>References (1 Point)</p> <p>(Maximum 25 points)</p>	<p>assessment and evaluation strategies, as well as to model the use of technology in professional practice. Developing the solution for the assignment allowed us to explore different kinds of technology activities that would allow students to showcase what they've learned. It also afforded the opportunity to explore the best ways to assess student learning. As Solomon and Schrum point out, "it makes much more sense to have ongoing assessment . . . known as 'formative evaluation'" (p. 169). We tried to incorporate this kind of assessment into our lesson strategies.</p> <p>Our team worked very effectively together. We were able to share what we already know and gain new knowledge together. There was no question of the dedication of my team-mates to learning and completing the assignment accurately and on time. Learning to collaborate not just face-to-face, but long distance is a great learning experience. We worked with several ways to communicate over the Internet. This gives use the experience and knowledge we need to teach others how to use the Web 2.0 technologies in the real world. This is not just for the teachers, but also for the students. We want them to leave school knowing how to apply all that they have experienced to their lives in the outside world. If we can't help them make that connection, we have failed them. Our team utilized a Google Site (Knight, Odom, &amp; Wade, 2011). One team member posted to the site to ensure cohesion through the site. I created all the Google Docs to use within the group to post to the Google Site.</p> <p><b><i>Reflection on Rubrics and social /emotional learning:</i></b></p> <p>Educators need to find innovative ways to evaluate students. "Giving the same written test to all students is neither fair nor accurate" (Rose &amp; Meyer, 2002). Rubrics are an excellent way to support a grading system in a way that enables students to understand the scoring. With our UDL we created several rubrics: rubrics for the daily</p>
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lessons, for the presentation, and another for the group participants to grade their group's ability to work together. The purpose for rubrics is to help students understand the criteria as pertaining to an objective seen as important. Although rubrics can be subjective, it aids the teacher with grading. Multiple assessments are an effective way for educators to ensure the content is curriculum based. "Most traditional assessments are detached from instruction and practice" (Rose & Meyer, 2002). Rubrics help to create a positive atmosphere in the classroom if utilized correctly.

Students will understand the grading system and will help students have a positive emotional and social connection with the class when rubrics are utilized. As Linda Darling-Hammond stated, the best teachers are "emotionally intelligent" (Edutopia.org, 2007). We need to ensure we have a positive atmosphere for not only the children but for ourselves as educators. Social and emotional learning in school is important so that school is not just cognitive. This type of learning is more than just getting along and social skills. This concept of social learning also enables teachers to support themselves as social and emotional learners. During this technology course with Lamar, we have built a group where these concepts were key to our group dynamics. We utilized Skype, chat, telephone, e-mail, and Google Docs to stay connected with each other.

#### **Works Cited**

CAST. (2005). *CAST UDL lesson builder*. Retrieved from

<http://lessonbuilder.cast.org/>

CAST . (2006). *CAST UDL book builder*. Retrieved from <http://bookbuilder.cast.org/>

*Edutopia.org (nd). Big thinkers: James Paul Gee on grading with games. Retrieved*

	<p>on Mar. 19, 2011 from <a href="http://www.edutopia.org/digital-gneration-james-gee-video">http://www.edutopia.org/digital-gneration-james-gee-video</a>.</p> <p>Solomon, G., and Schrum, L. (2007). <i>Web 2.0: New tools, new schools</i>. Eugene, OR: International Society for Technology in Education.</p> <p>Eduetopia.org (December 10, 2007). <i>The Collaborative classroom: An interview with Linda Darling-Hammond</i>. Filmed at CASEL forum in New York City. Retrieved on Mar. 15, 2011 from <a href="http://www.edutopia.org/linda-darling-hammond-sel-video">http://www.edutopia.org/linda-darling-hammond-sel-video</a></p> <p>Knight, L, Odom, P, &amp; Wade, K. (2011, February 22). <i>Project technology tools</i>. Retrieved from <a href="http://sites.google.com/site/projecttechnologytools/home">http://sites.google.com/site/projecttechnologytools/home</a></p> <p>Rose, D., &amp; Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Alexandria, VA: Association for Supervision and Curriculum Development. Chapter 7. Available online at the Center for Applied Special Technology Web site. Retrieved March 16, 2011, from <a href="http://www.cast.org/teachingeverystudent/ideas/tes/">http://www.cast.org/teachingeverystudent/ideas/tes/</a></p>
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